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ABSTRACT

This document, together with an earlier document, "Curriculum and Evaluation Standards for School Mathematics," is designed to establish a broad framework to guide reform in school mathematics in the next decade. These standards spell out what teachers need to know to teach toward new goals for mathematics education and how teaching should be evaluated for the purpose of improvement. An introduction describes the background and rationale for the document, the teachers as key figures in the proposed changes, major shifts from current practice in mathematics education, what the phrase "all students" refers to in the document, and the components of the Professional Teaching Standards. The following section, "First Steps," introduces the reader to the annotated vignettes that are used throughout the document to elaborate the visions of teaching, the evaluation of teaching, and professional development. The next four sections present: (1) Standards for Teaching Mathematics, (2) Standards for the Evaluation of the Teaching of Mathematics, (3) Standards for the Professional Development of Teachers of Mathematics, and (4) Standards for the Support and Development of Mathematics Teachers and Teaching. Each section contains an introductory overview, a discussion of the underlying assumptions for those standards, and elaboration of the standards. The final section, "Next Steps," discusses issues involving the different components of teacher education that will need to be addressed in order to implement the standards. (MDH)